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ABSTRACT

To reassess the attitude of principals toward community involvement in a southern unitary school system, data were collected from a two-part questionnaire completed by a research population of 84 urban-suburban school principals. The two major research questions related to whether or not principals express positive, facilitative attitudes toward community involvement and whether their attitudes are more positive and facilitative than attitudes were almost 15 years ago. Subsidiary comparisons examined differences among the attitudes of elementary and secondary principals, principals with more experience than others, male and female principals, and black and white principals. Major findings were that: (1) the group expressed more positive, facilitative attitudes toward community involvement than were expressed 15 years ago, and (2) there were not significant differences in any of the subsidiary comparisons. Nine tables are used to illustrate results. An appendix contains table 10, a summary of responses to individual statements on the Community Involvement Assessment Form. (4 references) (EJS)

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A REASSESSMENT OF PRINCIPAL ATTITUDES TOWARD COMMUNITY INVOLVEMENT IN A SOUTHERN UNITARY SCHOOL SYSTEM

A Study Presented

By

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This research was supported by funds from the Center for the Study of the Black Experience in Higher Education, Clemson University, Clemson, South Carolina.

September 1990

ABSTRACT

A REASSESSMENT OF PRINCIPAL ATTITUDES TOWARD COMMUNITY INVOLVEMENT IN A SOUTHERN UNITARY SCHOOL SYSTEM

(September, 1990)

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The primary purpose of this study was to reassess the attitude of principals toward community involvement in a southern unitary school system. In particular, this study sought to determine the degree to which principals feel that community involvement can contribute to the quality of education in their schools as we enter the 1990s. It also sought to determine if the principals in this school district expressed attitudes toward community involvement that are more positive and facilitative in 1990 than they were in 1976.

Therefore, the major research questions were:

1. Do principals express attitudes toward community involvement that can be characterized as positive and facilitative?

2. Do principals express attitudes toward community involvement that can be characterized as more positive and facilitative than they were almost one and a half decades ago?

In addition, the following subsidiary questions were examined:

A. Is there a difference in the expressed attitude of elementary and secondary principals toward community involvement?

B. Is there a difference in the expressed attitude of principals toward community involvement relative to years of experience as a principal?

C. Is there a difference in the expressed attitude of male and female principals toward community involvement?

D. Is there a difference in the expressed attitude of black and white principals toward community involvement?

To ascertain this information, data were collected from a research population which consisted of 84 urban-suburban school principals in a southern public school system with a ratio of approximately 80% white to 20% black students in each school. This consolidated school system is composed of 54 elementary schools and 30 secondary schools and served approximately 51,350 students during the academic year, 89-90. All 84 of these principals were asked to complete the questionnaire used to survey the attitudes of principals in this same school district in 1976 (Crosby, 1977). The questionnaire, Community Involvement Assessment Form, is divided into two parts. Part One focuses on background information such as sex, ethnic affiliation, school division currently administering, and number of years experience as a principal. Part Two of the questionnaire consists of a series of statements designed to elicit categorical responses from principals relative to specific operational community involvement proposals.

The four statistical procedures used to analyze the data were: (1) measures of central tendency, (2) Pearson Product-Moment Correlation, (3) chi-square, and (4) t-test.

In regard to the major research question and the four subsidiary research questions that this survey sought to answer, the major findings were as follows:

1. This group of principals expressed attitudes toward community involvement that can be characterized as positive and facilitative.

2. This group of principals expressed attitudes toward community involvement that can be characterized as more positive and facilitative than they were almost one and a half decades ago.

   A. There was no significant difference in the expressed attitudes of elementary and secondary principals toward community involvement.

   B. There was no significant difference in the expressed attitudes of principals toward community involvement relative to years of experience as a principal.

   C. There was no significant difference in the expressed attitudes of male and female principals toward community involvement.

   D. There was no significant difference in the expressed attitudes of black and white principals toward community involvement.

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A REASSESSMENT OF PRINCIPAL ATTITUDES TOWARD COMMUNITY INVOLVEMENT IN A SOUTHERN UNITARY SCHOOL SYSTEM

INTRODUCTION

Community involvement connotes a process whereby citizens participate in a meaningful and productive partnership with educational professionals for the purpose of understanding, planning, and formulating educational programs and policies relevant to the needs and aspirations of the community served by the school.

Although they frequently disagree on how to improve the quality of education and other issues facing the nation, President George Bush and the Reverend Jesse Jackson both encourage community involvement in the educational process. In fact, most educators and laymen alike have long agreed that intimate interaction between the school and community is a vital component of the educational process during these rapidly changing times.

Crosby (1977) reviewed literature which examined the notions that (1) parental/community involvement can enhance the academic achievement and achievement motivation among children in educational programs, and (2) school principals can contribute to the quality of education through dynamic leadership behavior that facilitates positive community involvement. This review provided theoretical and investigative support to show that greater citizen participation can have a positive effect upon the educational process.

Lueder (1989) reports good results in a statewide effort when Tennessee evaluated the results of several parent-school partnerships, including those in the state's poverty stricken communities. In providing evidence that parents are

supportive of and enthusiastic about all of the parent involvement models, it is stated that:

> Over 95 percent of the 1,100 parents who completed the survey instruments, which were available at each of the model sites, either "strongly agree" or "agree" they are more involved with their children's education, feel better about the school, are better able to help their children, and would recommend their particular program to other parents. Over 90 percent reported that their children's skills and overall attitudes have improved, and 81 percent perceive an improvement in their children's behavior.
>
> No matter which model was offered in a school system, the parents responded favorably. However, while they are eager to be involved if invited, we found that more than a simple request is needed. The invitation must stimulate high expectations in the parents by letting them know what the benefits are for them. The schools must send out an appropriate "message" to attract them; they must say, "We respect and care for you and your children, and we all need to work together." The interest of parents of at-risk children in their youngsters' education represents a major asset waiting to be tapped (p. 17).

Brandt (1989) reports that research conducted at John Hopkins University by Joyce Epstein also show that parents from all races want to get involved in the educational process and help their children. However, modern day circumstances may not always afford them the time and/or skills to do so without the proactive support of educators. As a result of her extensive work with educators, policy leaders and other researchers, she has identified five major types of parent involvement: helping parents be better parents, communicating with parents about the school program, assisting parents with learning activities for their child at home, arranging for parents to volunteer, and involving parents in governance of the school. It is noted that all five of these types are important

but none of them can be all things to all people. In order for more parents to be most helpful, the school should provide useful and clear information about what can be done by both the school and parents.

Because principals are in key leadership positions, an examination of their attitudes toward community involvement was undertaken in 1976 to provide specific evidence as to whether principals as a group express support and commitment to this important aspect of the educational process (Crosby, 1977). The major finding of this study was that this group of principals did not express attitudes toward community involvement that can be characterized as positive and facilitative.

Now, in its twentieth year as a unitary school system, this school district is the largest school district in this southern state and it is headed currently by a black educator with a strong desire for viable community involvement within the school district. Given the continuing expression of support for community involvement, this study sought to determine if principals within this school district express attitudes toward community involvement that are more positive and facilitative in 1990 than they were in 1976.

DESIGN OF THE STUDY

The primary purpose of this study was to reassess the attitude of principals toward community involvement in a southern unitary school system. In particular, this study sought to determine the degree to which principals feel that community involvement can contribute to the quality of education in their schools as we enter the 1990s. It sought to determine if the principals in this school

district express attitudes toward community involvement that are more positive and facilitative in 1990 than they were in 1976.

Therefore, the major research questions were:

1. Do principals express attitudes toward community involvement that can be characterized as positive and facilitative?

2. Do principals express attitudes toward community involvement that can be characterized as more positive and facilitative than they were almost one and a half decades ago?

In addition, the following subsidiary questions were examined:

A. Is there a difference in the expressed attitude of elementary and secondary principals toward community involvement?

B. Is there a difference in the expressed attitude of principals toward community involvement relative to years of experience as a principal?

C. Is there a difference in the expressed attitude of male and female principals toward community involvement?

D. Is there a difference in the expressed attitude of black and white principals toward community involvement?

To ascertain this information, data were collected from a research population which consists of 84 urban-suburban school principals in a southern public school system with a ratio of approximately 80% white to 20% black students in each school. This consolidated school system is composed of 54 elementary schools and 30 secondary schools and served approximately 51,350 students during the academic year, 1989-90. All 84 of these principals were asked to complete the questionnaire used to survey the attitudes of principals in the same school district in 1976 (Crosby, 1977). The questionnaire, Community Involvement Assessment Form, is divided into two parts. Part One focuses on background information such as sex, ethnic affiliation, school division currently administering, and

number of years experience as a principal. Part Two of the questionnaire consists of thirty-four (34) statements designed to elicit categorical responses from principals relative to specific operational community involvement proposals. Each statement in Part Two was an expression of desired behavior and constructed so as to conform with the attitude measurement scale model developed by Likert (1967). A total of 34 principals (46%) responded to the investigator's request to participate in this survey (Table 1).

The four statistical procedures used to analyze the data were: (1) measures of central tendency, (2) Pearson Product-Moment Correlation, (3) chi-square, and (4) t-test. For the purpose of this study, the investigator selected to report Pearson-Product-Moment Correlation, chi-square and t-test results at the .05 level of confidence.

Based on the questionnaire, the subjects in this study were classified according to their expressed attitudes toward certain leadership activities deemed pertinent to positive community involvement. Respondents indicated the degree to which they agreed or disagreed with each statement by circling one of five possible options ("Strongly Disagree," "Disagree," "Unsure" "Agree" or "Strongly Agree"). On a continuum of one (1) to five (5), "Strongly Disagree" responses were assigned a value of one (1) and "Strongly Agree" responses were assigned a value of five (5). For the purposes of this study, respondents with a means score ranging from 1.0 to 3.0 were considered to have expressed negative attitudes toward community involvement. On the other hand, respondents with a mean score ranging from 3.1 to 5.0 were considered to have expressed positive attitudes toward community involvement.

TABLE 1

SUMMARY OF DEMOGRAPHIC INFORMATION ON RESPONDENTS

	Variable	Response Category	Frequency	Percent
1.	Division of School Administration	Elementary	19	55.9
		Secondary	15	44.1
2.	Years Experience as Principal	Less than 1	1	2.9
		1-3	7	20.6
		4-6	8	23.5
		7-9	2	5.9
		10-12	3	8.8
		13 to 15	4	11.8
		Over 15	9	26.5
3.	Sex	Male	20	58.8
		Female	14	41.2
4.	Ethnic Affiliation	White	29	85.3
		Black	5	14.7
5.	Student Population of Respondents' Schools	Less than 300	6	17.6
		301-600	13	38.2
		601-900	9	26.5
		901-1200	6	17.6
		1201-1600	6	17.6
		Over 1600	0	0

Results of this data analysis is presented in two parts. Part One analyzes mean score responses for all 34 attitudinal statements on the Community Involvement Assessment Form in 1990 (Table 2) and 1976 (Table 3). It also compares 1976 and 1990 responses in Table 4 and uses results of the t-tests to examine the difference between the means of these two independent groups. Part Two focuses on Pearson Product-Moment Correlation results (Table 5) and chi-square results (Tables 6-9) pertinent to the attitudinal statements.

THE FINDINGS

An analysis of the data will follow the presentation of the major research questions and each of the four subsidiary research questions. A summary of the findings will also be presented.

Part I

Major Research Questions One: Do principals express attitudes toward community involvement that can be characterized as positive and facilitative?

In order to answer the first major research question, the investigator ascertained the total mean score response of each respondent for all attitudinal statements (questions 6-39) on the Community Involvement Assessment Form (see the Appendix for a summary of one-way frequency responses to individual statements). As stated earlier, respondents with a mean score ranging from 1.0 to 3.0 were considered to have expressed negative attitudes toward community involvement. On the other hand, respondents with a mean score ranging from 3.1 to 5.0 were considered to have expressed positive attitudes toward community involvement. Hence, for the purpose of this study, the total mean score response for all respondents on the instrument had to be 3.1 or above in order for the

expressed attitude of principals to be characterized as positive and facilitative.

Table 2 shows that 0% of the respondents had mean scores within the range of 1.0 to 1.9 and 44.1% of the respondents had mean scores within the range of 2.0 to 2.9. Also, 55.9% of the respondents had a mean score within the range of 3.0 to 3.9. None of the respondents had mean scores within the combined range of 4.0 to 5.0. The mean score tabulated for all principals on the instrument (questions 6-39) was 3.1. Since the total mean score for all respondents was at least 3.1, it is concluded that the expressed attitudes of these principals toward community involvement can be characterized as positive and facilitative.

Major Research Question Two: Do principals express attitudes toward community involvement that can be characterized as more positive and facilitative than they were almost one and a half decades ago?

In order to answer the second major question, the investigators compared the mean score response of these principals taken in 1990 (Table 2) and those surveyed in 1976 (Table 3) by Crosby (1977). Table 4 indicates that the mean score response for these respondents was 3.1 as compared with the mean score response of 2.4 for respondents in 1976. The t-test used to examine the difference between the means of these two independent groups provides further evidence that principal attitudes toward community involvement is more positive and facilitative in 1990 than they were in 1976 ($t=9.529$, $P<.05$). Based on this analysis, it appears that these principals do express attitudes toward community involvement that can be characterized as more positive and facilitative than they were almost one and a half decades ago.

TABLE 2

SUMMARY OF MEAN SCORE RESPONSES TO PRINCIPAL ATTITUDES TOWARD COMMUNITY INVOLVEMENT IN 1990
(Questions 6-39)*

Mean score Response Category	Frequency	Percentage	Mean Score Range
Strongly Negative Responses	0	0	1.0-1.9
Negative Responses	15	44.1	2.0-2.9
Neutral Responses	19	55.9	3.0-3.9
Positive Responses	0	0	4.0-4.9
Strongly Positive Responses	0	0	5.0
TOTAL	34	100	1.0-5.0

*Mean Score = 3.1

Standard Deviation = .17

TABLE 3

SUMMARY OF MEAN SCORE RESPONSES TO PRINCIPAL ATTITUDES TOWARD COMMUNITY INVOLVEMENT IN 1976
(Questions 6-39)*

Mean score Response Category	Frequency	Percentage	Mean Score Range
Strongly Negative Responses	3	4.1	1.0-1.9
Negative Responses	35	47.3	2.0-2.9
Neutral Responses	36	48.6	3.0-3.9
Positive Responses	0	0	4.0-4.9
Strongly Positive Responses	0	0	5.0
TOTAL	74	100	1.0-5.0

*Mean Score = 2.4

Standard Deviation = .58

Source: Crosby (1977)

TABLE 4

A COMPARISON OF 1976 AND 1990 MEAN SCORE RESONSES ON
THE COMMUNITY INVOLVEMENT ASSESSMENT FORM (QUESTIONS 6-39)

Period of Time	Mean Score Response	T-test	Characterization of Response
1976	2.4	9.529*	Non-positive
1990	3.1		Positive

*p<.05

Part II

Subsidiary Research Questions:

1. Is there a difference in the expressed attitudes of elementary and secondary principals toward community involvement?
2. Is there a difference in the expressed attitudes of principals toward community involvement relative to years of experience as a principal?
3. Is there a difference in the expressed attitudes of male and female principals toward community involvement?
4. Is there a difference in the expressed attitudes of black and white principals toward community involvement?

In order to answer the four subsidiary research questions, the investigators employed Pearson Product-Moment Correlation (Table 5) and chi-square (Tables 6-9) to determine both the extent of the relationship between mean score responses and the degree to which these responses were representative of the group as a whole, respectively. The selected demographic variables were division of administration, experience as a principal, sex, and ethnic affiliation.

Specifically, to answer the first subsidiary question, the investigators analyzed the relationship between the total mean score responses of elementary and secondary principals on the instruments. Tables 5 and 6 both indicate that the difference between the total mean scores for these two groups was not significant at the .05 level of confidence or higher. On the bases of this analysis, it would appear that both elementary and secondary principals hold attitudes toward community involvement that can be characterized as positive and facilitative.

To answer the second subsidiary question, the investigators analyzed the relationship between the total mean score of principals on the instrument relative

Table 5

CORRELATION BETWEEN SELECTED DEMOGRAPHIC VARIABLES AND EXPRESED ATTITUDES OF PRINCIPALS ON THE COMMUNITY INVOLVEMENT ASSESSMENT FORM (Questions 6-39)

Variable	Correlation
Division of Administration	.61*
Experience as Principal	.008*
Sex	1.0*
Ethnic Affiliation	1.0*

*p<.05

TABLE 6

CROSSTABULATION OF MEAN SCORE RESPONSES ON THE COMMUNITY INVOLVEMENT ASSESSMENT FORM (Questions 6-39) WITH DIVISION OF ADMINISTRATION

RESPONSE CATEGORY	DIVISION OF ADMINISTRATION FREQUENCY		TOTAL	CHI-SQUARE
	ELEMENTARY	SECONDARY		
Strongly Negative	0	0	0	
Negative	11	4	15	
Neutral	8	11	19	4.35*
Positive	0	0	0	
Strongly Positive	0	0	0	
TOTAL	19	15	34	

*p<.05

TABLE 7

CROSSTABULATION OF MEAN SCORE RESPONSES ON THE COMMUNITY INVOLVEMENT ASSESSMENT FORM (Questions 6-39) WITH EXPERIENCE OF RESPONDENTS

RESPONSE CATEGORY	YEARS OF EXPERIENCE AS PRINCIPAL FREQUENCY							TOTAL	CHI-SQUARE
	Less than 1	1 to 3	4 to 6	7 to 9	10 to 12	13 to 15	Over 15		
Strongly Negative	0	0	0	0	0	0	0	0	
Negative	0	5	1	1	1	2	4	14	
Neutral	1	2	7	1	2	2	5	20	6.46*
Positive	0	0	0	0	0	0	0	0	
Strongly Positive	0	0	0	0	0	0	0	0	
TOTAL	1	7	8	2	3	4	9	34	

*$p<.05$

to years of experience as a principal. Table 5 and 7 both indicate that principals do not express a difference in attitudes toward community involvement relative to years of experience as a principal at the .05 level of confidence or higher. Apparently, years of experience is not a factor that significantly impacts on the attitudes school principals hold toward involvement.

To answer the third subsidiary question, the investigators analyzed the relationship between the total mean score of male and female principals on the instrument. Table 5 and 8 both indicate that the difference between the total mean score for these two groups were not significant at the .05 level. It seems apparent from the analysis that no relationship exists between the expressed attitudes of these male and female principals toward community involvement.

Finally, to answer the fourth subsidiary question, the investigators analyzed the relationship between the total mean score of black and white principals on the instrument. Tables 5 and 9 both present statistics which reveal that the responses of these two groups were not significant at the .05 level. Therefore, on the basis of this analysis, it would also appear that the attitudes held by these groups of principals toward community involvement were similar and that differences can not be attributed to their ethnic group.

SUMMARY AND CONCLUSION

One major finding of this study was that principals do express attitudes toward community involvement that can be characterized as positive and facilitative. This finding is important because it suggests that these principals tend to feel that working with parents in the school is important to a successful school program.

TABLE 8

CROSSTABULATION OF MEAN SCORE RESPONSES ON THE COMMUNITY INVOLVEMENT ASSESSMENT FORM (Questions 6-39) WITH SEX OF RESPONDENTS

RESPONSE CATEGORY	SEX		TOTAL	CHI-SQUARE
	FREQUENCY			
	MALE	FEMALE		
Strongly Negative	0	0	0	
Negative	8	7	15	
Neutral	12	7	19	.5*
Positive	0	0	0	
Strongly Positive	0	0	0	
TOTAL	20	14	34	

*p<.05

TABLE 9

CROSSTABULATION OF MEAN SCORE RESPONSES ON THE COMMUNITY INVOLVEMENT ASSESSMENT FORM (Questions 6-39) WITH ETHNIC AFFILIATION OF RESPONDENTS

RESPONSE CATEGORY	ETHINIC AFFILIATION		TOTAL	CHI-SQUARE
	FREQUENCY			
	WHITE	BLACK		
Strongly Negative	0	0	0	
Negative	13	2	15	
Neutral	16	3	19	0*
Positive	0	0	0	
Strongly Positive	0	0	0	
TOTAL	29	5	34	

*p<.05

Also, these principals may be less likely to accept the notion that increased involvement by parents will threaten their control of the educational process. The second major finding of this study was that principals do express attitudes toward community involvemnent that can be characterized as more positive and facilitative than they were almost one and a half decades ago. This finding suggests that these principals may have been positively influenced by the increased flow of information and policies which point to positive results when parents and educators join together to help children become more successful in school. These findings also suggest that these principals may be better prepared professionally to provide the proactive leadership necessary to facilitate mutually supported partnerships with parents and other community members.

The third finding of this study was that there is no significant difference in the expressed attitudes of elementary and secondary principals toward community involvement. This findings indicates that perhaps principals' attitudes toward community involvement are not significantly influenced by the duties and responsibilities associated with their different division of school administration. Thus, it appears that both the elementary and secondary principals in this group tend to support parent participation.

In looking at the fourth finding of this study, it is revealed that there was no significant indication that years of experience impact on the degree to which principals express positive attitudes toward community involvement. These findings suggest that principals in this group favors community involvement to about the same degree and differences may not be contributed to years of experience as a principal.

With respect to the fifth finding of this study, no significant differences were found when the attitudes of male and female principals toward community involvement were compared. This finding indicates that principals attitude toward community may not be significantly influenced by their sex. Hence, it appears from this data that both male and female principals in this study have a tendency to promote parent participation in the educational process.

In regards to the sixth finding of this study, significant difference existed in the expressed attitudes of black and white principals toward community involvement. This finding suggests that the attitudes of this group of principals may not be significantly influenced by their ethnic affiliation. Thus it would seem that black and white principals both hold positive attitudes toward community involvement.

One of the major implications of this study is that principals have benefitted and could continue to grow professionally by being involved in learning experiences that focus on the community and how to collaborate with it to foster mutual accountability and respect relationships among educators, parents and students. Clearly, there is a need and great potential for training experiences that provide a review of community involvement concepts, models and benefits. This training should have a particular focus on the development of knowledge and skills that enable educators to foster useful and clear information about what parents can do to be more effective participants in the educational process. Both pre-service and in-service training as well as other enlighten experiences should go a long way in helping principals and other educators facilitate community involvement in a way that stimulates high expectations because of its benefits to all concerned.

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APPENDIX

SUMMARY OF RESPONSES TO INDIVIDUAL STATEMENTS ON THE COMMUNITY INVOLVEMENT ASSESSMENT FORM

TABLE 10

SUMMARY OF RESPONSES TO INDIVIDUAL
STATEMENTS ON THE COMMUNITY INVOLVEMENT ASSESSMENT FORM

Statement	Statistic	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
6. Parent participation is necessary to enhance quality education in public schools.	Frequency	1	1	0	12	20
	Percent	2.9	2.9	0	35.2	58.8
7. A broad range of citizen participation is necessary to enhance quality education in public schools.	Frequency	1	0	1	17	15
	Percent	2.9	0	2.9	50.0	44.1
8. Parent participation is too impractical to receive serious consideration from principals. *	Frequency	1	2	0	18	13
	Percent	2.9	5.9	0	52.9	38.2
9. Community involvement will generally make school a better place for children to learn.	Frequency	1	0	0	18	13
	Percent	2.9	0	2.9	41.2	52.9
10. Those who are affected by educational decisions should always have some meaningful input into the decision-making process.	Frequency	3	2	6	15	8
	Percent	8.8	5.9	17.6	44.1	23.5

* Scores were tabulated in the reverse so as to provide a total score that reflected positiveness toward community involvement.

TABLE 10 (Continued)

Statement	Statistic	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
11. Parents should be used only on school committees which serve in an advisory capacity as opposed to a shared decision making capacity.	Frequency	4	12	7	8	3
	Percent	11.8	35.2	20.6	23.5	8.8
12. Parents should be used on school committees with decision-making powers shared with staff members.	Frequency	6	6	9	12	1
	Percent	17.6	17.6	26.5	35.2	2.9
13. Parents should be used on voting committees but in less number than staff members.	Frequency	4	3	13	13	1
	Percent	11.8	8.8	38.2	38.2	2.9
14. Parents should have equal voting power with staff members on advisory committees.	Frequency	8	11	3	10	2
	Percent	23.5	32.3	8.8	29.4	5.9
15. Parents should have equal representation with staff members on the school's curriculum committee.	Frequency	11	16	5	1	1
	Percent	32.3	47.0	14.7	2.9	2.9
16. Parents should serve on committees to help decide what books and materials will be available in the school library and classrooms.	Frequency	4	13	7	9	1
	Percent	11.8	38.2	20.6	26.5	2.9
17. Parents should have equal representation with staff members on special educational task forces appointed by the school and/or school district.	Frequency	4	14	8	7	1
	Percent	11.8	41.2	23.5	20.6	2.9

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TABLE 10 (Continued)

Statement	Statistic	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
18. Parents should serve as volunteer resource persons (aids, tutors, experts, advocates, etc) for the school in accordance with individual skills, experience or interests.	Frequency	0	1	2	12	19
	Percent	0	2.9	5.9	35.2	55.9
19. Parents should have equal representation with staff members on any committee appointed to monitor educational programs and practices within the school.	Frequency	5	14	3	11	1
	Percent	14.7	41.1	8.8	32.3	2.9
20. Parents should serve as participants in inservice training activities of the school.	Frequency	2	8	9	10	5
	Percent	5.9	23.5	26.5	29.5	14.7
21. Parents should have equal representation with staff members on committees appointed to develop budget guidelines for determining how they want to spend funds allocated to the school.	Frequency	4	19	2	8	1
	Percent	11.8	55.9	5.9	23.5	2.9
22. Parents should serve as paid resource persons (aides, tutors, experts, advocates, etc.) for the school in accordance with individual skills, experience, or interests.	Frequency	5	12	8	7	2
	Percent	14.7	35.2	23.5	20.6	5.9

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TABLE 10 (Continued)

Statement	Statistic	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
23. A parent committee should help develop criteria for evaluating teacher candidates but not participate in interviews.	Frequency	10	10	6	7	1
	Percent	29.4	29.4	17.6	20.6	2.9
24. A parent committee should help develop criteria for evaluating teacher candidates and participate in subsequent interviews.	Frequency	19	10	5	0	0
	Percent	55.9	29.4	14.7	0	0
25. A parent committee should review applications without interviewing candidates, and participate in the final decision on teacher selection.	Frequency	21	10	3	0	0
	Percent	61.8	29.4	8.8	0	0
26. A parent committee should evaluate a specific teacher in his/her absence.	Frequency	24	8	2	0	0
	Percent	70.6	23.5	5.9	0	0
27. A parent committee should evaluate a specific teacher in his/her presence.	Frequency	22	9	3	0	0
	Percent	64.7	26.5	8.8	0	0
28. A parent committee should approve the initial employment of all teacher candidates.	Frequency	25	7	2	0	0
	Percent	73.5	20.6	5.9	0	0
29 A parent committee should approve the continuing employment of all teachers without tenure.	Frequency	26	6	2	0	0
	Percent	76.4	17.6	5.9	0	0

TABLE 10 (Continued)

Statement	Statistic	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
30. Principals should consult with a parent or small group of parents on specific issues.	Frequency	3	2	4	18	7
	Percent	8.8	5.9	11.8	52.9	20.6
31. Principals should facilitate broad discussion of issues at P.T.A. and other large group meetings.	Frequency	0	6	10	14	4
	Percent	0	17.6	29.4	41.2	11.8
32. Principals should provide a standing invitation for oral and written suggestions from community members.	Frequency	0	0	3	16	15
	Percent	0	0	8.8	47.0	44.1
33. Principals should establish committees with students parents, and teacher serving in an advisory capacity.	Frequency	0	0	4	19	11
	Percent	0	0	11.8	55.9	32.3
34. Principals should establish committees with students, parents, and teachers serving in a decision-making capacity.	Frequency	1	10	9	11	3
	Percent	2.9	29.4	26.5	32.3	8.8
35. Principals should implement projects to train community members for informed participation in school decision-making.	Frequency	1	5	11	10	7
	Percent	2.9	14.7	32.3	29.4	20.6

TABLE 10 (Continued)

Statement	Statistic	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
36. Principals should make frequent visits to student's homes, churches, community centers, and other places located in communities served by school to enhance school/community collaboration.	Frequency	2	5	6	14	7
	Percent	5.9	14.7	17.6	41.2	20.6
37. Principals should utilize parents on fact-finding committees for the purpose of researching specific data pertinent to the school's program.	Frequency	0	2	4	20	8
	Percent	0	5.9	11.8	58.8	23.5
38. Principals should be creative in their efforts to work collaborately with parents and community members to bring about educational improvement.	Frequency	0	0	0	22	12
	Percent	0	0	0	64.7	35.2
39. Principals should be held accountable for bringing the school and community together in order to enhance the quality of their school program.	Frequency	3	4	5	15	7
	Percent	8.8	11.8	14.7	44.1	20.6

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